



2017 English Learner (EL) Coordinators' Meeting

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Agenda

- ▶ **Future School Report Card**
- ▶ **2017-18 Testing at a Glance**
- ▶ **Kentucky's New Accountability System**
- ▶ **Questions and Answers**

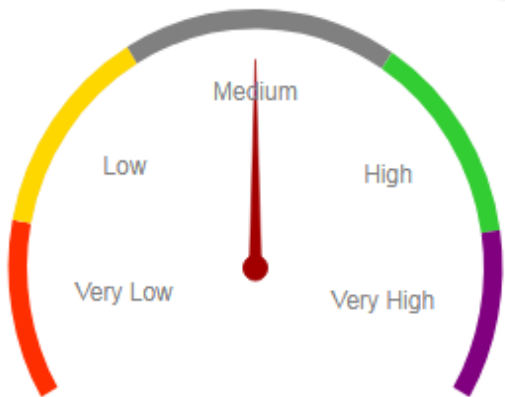


Future School Report Card



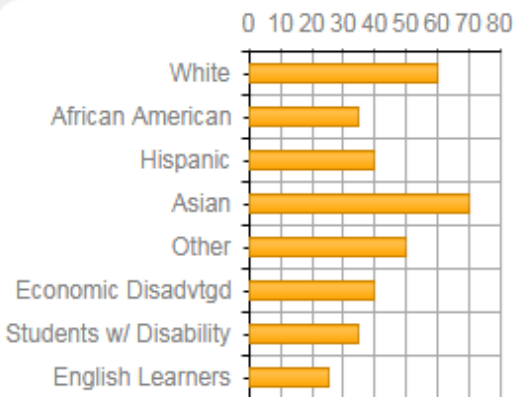
Overall Rating

([select to display sample data](#) - [details](#))



Achievement Gap Closure

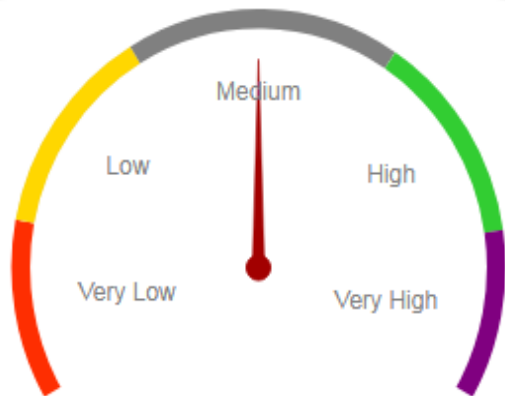
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Student Groups' Performance

[details](#)

	School	District	State
Graduation Rate	86%	86%	89%



Proficiency

[details](#)



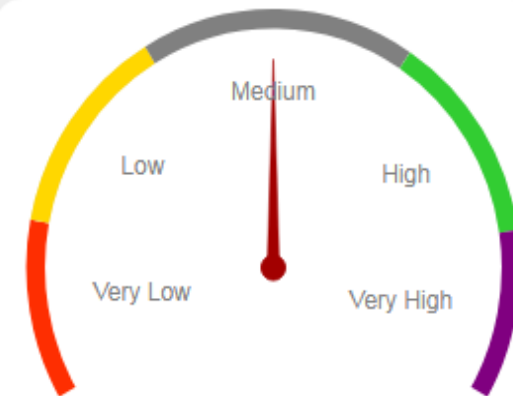
Growth

[details](#)



Transition Readiness

[details](#)



Opportunity & Access

[details](#)

2017-18 Testing at a Glance

Content Areas	3	4	5	6	7	8	10	11	9-12
Reading	X	X	X	X	X	X			
Mathematics	X	X	X	X	X	X			
Science		X			X				
Social Studies			X			X			
On-Demand Writing			X			X		X	
Editing and Mechanics			FT			FT		FT	
College Admissions Examination							X*	X	
EOC - English II									FT
EOC - Algebra II									FT
EOC - Biology									FT
EOC - U.S. History	(Note: After standards are revised, U.S. History EOC will be field tested in 2019-20.)								

X = Grade level testing using current standards

FT = Field Test

* A current contract for ACT at grade 11 is in place for spring 2018. In preparation for future assessments, a bid will be made in summer 2017 for a college admissions assessment to be administered twice at high school (grades 10 and 11).

The Accountability System

The new accountability system has students at its center – ensuring they are well-rounded, transition-ready, and prepared with the knowledge, skills and essential dispositions to successfully pursue the pathway of their choice after graduating high school.



The Accountability System

Key Goals:

- Promote higher levels of student learning and achievement
- Reduce achievement gaps and ensure equity
- Establish opportunity and access for students to receive a quality education
- Build a culture of high expectations and continuous improvement
- Communicate a clear and honest understanding of strengths and opportunities for improvement in schools and districts



Indicators in New System

- ▶ **Proficiency**
- ▶ **Separate Academic Indicator**
- ▶ **Growth**
- ▶ **Transition Readiness**
- ▶ **Graduation Rate**
- ▶ **Achievement Gap Closure**
- ▶ **Opportunity and Access**



Proficiency

- ▶ Reaching the desired level of knowledge and skills as measured on academic assessments
- ▶ Student performance on state tests in reading/writing, and mathematics
- ▶ Achievement status will be Novice (N), Apprentice (A), Proficient (P), and Distinguished (D)



Proficiency

Indicator scores are generated by a weighted average with the values $N=0$, $A=.5$, $P=1$ and $D=1.25$.



Separate Academic Indicator

- ▶ Student performance on state tests in science and social studies
- ▶ Achievement status will be Novice (N), Apprentice (A), Proficient (P), and Distinguished (D)
- ▶ Proficiency and Separate Academic Indicator are equal
 - All tested content areas (reading/writing, mathematics, science, and social studies) contribute equally



Growth

- ▶ Student's continuous improvement toward the goal of proficiency
- ▶ Growth will be measured at elementary and middle school levels in reading and mathematics
- ▶ EL progress on English will be evaluated
- ▶ Each student's growth is projected into the future and evaluated as to whether the student is "catching up," "keeping up," or "moving up"



Growth Value Table

Projected Current	Novice Low	Novice High	Apprentice Low	Apprentice High	Proficient	Distinguished
Distinguished	-1.50	-1.25	-1.00	-0.75	0.00	0.25
Proficient	-1.00	-0.75	-0.50	-0.25	0.25	0.50
Apprentice High	-0.75	-0.50	-0.25	0	0.25	0.75
Apprentice Low	-0.50	-0.25	0	0.25	0.50	1.00
Novice High	-0.25	0	0.25	0.50	0.75	1.25
Novice Low	0	0.25	0.50	0.75	1.00	1.50

Less than Catch Up	Catch Up	Keep Up	Move Up
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Draft English Language Acquisition Value Table



WIDA ACCESS score previous year	WIDA ACCESS score current year							
	1	1.5	2.0	2.5	3.0	3.5	4.0	4.5
4.0	-1.0	-1.0	-1.0	-.75	-.50	-.25	0	.25
3.5	-1.0	-1.0	-.75	-.50	-.25	0	.25	.50
3.0	-1.0	-.75	-.50	-.25	0	.25	.50	.75
2.5	-.75	-.50	-.25	0	.25	.50	.75	1.0
2.0	-.50	-.25	0	.25	.50	.75	1.0	1.0
1.5	-.25	0	.25	.50	.75	1.0	1.0	1.0
1.0	0	.25	.50	.75	1.0	1.0	1.0	1.0

Transition Readiness

- ▶ Attainment of the necessary knowledge, skills and dispositions to successfully move to the next level of education, work or life
- ▶ Elementary schools by grade 5 and middle schools by grade 8 are expected to help students show they are ready to transition to the next stage in their education
- ▶ For EL/MS, this will be defined by having an acceptable composite score that combines performance in reading/writing, mathematics, science, and social studies



Transition Readiness – Elementary and Middle Schools

Student Expectations for Transition Readiness – Elementary and Middle Schools

Elementary	Middle
Meet a benchmark on a composite score that combines student performance on reading/writing, mathematics, science, and social studies by grade 5	Meet a benchmark on a composite score that combines student performance on reading/writing, mathematics, science, and social studies by grade 8



Transition Readiness

- ▶ At high school, transition readiness is more than earning a high school diploma. It requires that students demonstrate academic, career or military readiness
- ▶ EL students will also be included in the transition ready indicator. EL's in high school are expected to demonstrate English language proficiency before leaving high school






Student Expectations for Transition Readiness – High School

High School Diploma

Earn a high school diploma by meeting/exceeding the Kentucky Minimum High School Graduation Requirements

NOTE: Essential skills and attendance are reflected in the Opportunity and Access indicator.

AND Meet Requirements of ONE type of Readiness			Required for English Learners (only)
 Academic Readiness	 Career Readiness	 Military Readiness	English Language Readiness
<ul style="list-style-type: none"> ✓ Benchmarks, determined by Council on Postsecondary Education (CPE) on a college admissions exam; OR ✓ A grade of B or better on 6 or more hours of KBE-approved dual credit; OR ✓ A score of 3+ on exams in at least 2 or more Advanced Placement courses; OR ✓ A score of 5+ on at least 2 or more exams for International Baccalaureate Courses; OR ✓ Benchmarks on at least 2 or more Cambridge Advanced International examinations. 	<ul style="list-style-type: none"> ✓ Benchmarks on Industry Certifications (<i>Approved by the Kentucky Workforce Innovation Board on an annual basis</i>); OR ✓ Earn KOSSA as appropriate for articulated credit; <p>AND</p> <ul style="list-style-type: none"> ✓ A score of B or better on 6+ hours approved Career and Technical Education (CTE) dual credit courses; OR ✓ Complete 2 CTE credits and enroll in a the next credit in CTE program of study; OR ✓ KDE/Labor Cabinet-approved apprenticeship; OR ✓ KDE-approved alternate process to verify exceptional work experience 	<ul style="list-style-type: none"> ✓ Meet the benchmark on the Armed Forces Qualification Test (AFQT) of the Armed Services Vocational Aptitude Battery (ASVAB) <p>AND</p> <ul style="list-style-type: none"> ✓ Enlist in a branch of military service; OR ✓ Complete two (2) certificates of training and is enrolled in the third credit within a Junior Reserve Officer Training Corps (JROTC) program 	<ul style="list-style-type: none"> ✓ Require reclassification as English language proficient for any student who received English Language services during high school.

Note: Students participating in the alternate assessment program and earning an alternate diploma will have criteria for transition readiness based on alternate assessment requirements and employability skills attainment.

Transition Readiness – Student Expectations

Graduation Rate

- ▶ The graduation rate is the percentage of students completing the requirements for a Kentucky high school diploma compared to a cohort of students beginning at grade 9
- ▶ Kentucky will use a four and five year adjusted cohort rate in accountability, averaged for accountability
- ▶ Graduation rate calculations will be based on the students' final enrollment



Achievement Gap Closure

- ▶ Achievement Gap refers to the disparity between the performance of a student group and a comparison criteria
- ▶ Kentucky's new accountability system will include two types of comparisons:
 - Gap to Group (33%)
 - Gap to Proficiency (67%)

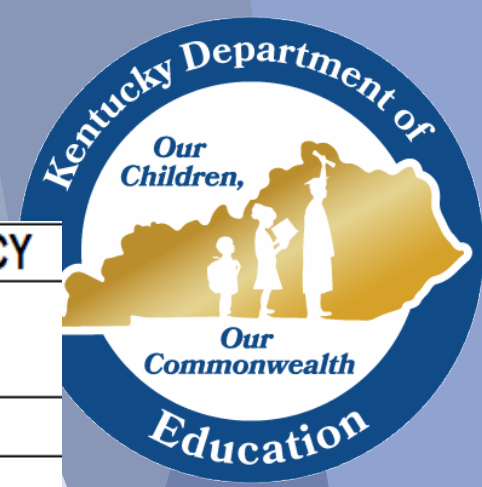


Achievement Gap Closure

- ▶ “Gap to Group” is a comparison of performances between a comparison student group and a reference student group
- ▶ “Gap to Proficiency” refers to comparison of performance between a student group and a performance criterion other than another student group’s performance



Achievement Gap Closure



	ACCOUNTABILITY RATING <i>(Groups must have at least 10 to be included.)</i>	GAP TO GROUP	GAP TO PROFICIENCY
	Comparison Student Group	Reference Student Group	Goal Criterion
	<i>Racial/Ethnic Student Groups</i>		
1	African American	Highest performing racial/ethnic student	100% Proficiency (proficient or above)
2	Asian		
3	Hispanic		
4	Hawaiian/Pacific Islander		
5	Native American/Alaskan Native		
6	White		
7	Two or more race/ethnicities		
	<i>Student Groups related to Services</i>		
8	Economically Disadvantaged (qualify for Free/Reduced Price school meal)	Not Economically Disadvantaged	
9	English Learners (EL)	Not identified as EL	
10	Students with Disabilities (SWD) with IEP	Not identified as SWD with IEP	
11	Consolidated student group (all of the above except White, Economically Disadvantaged and Asian)	NA (Reported only in Gap to Proficiency)	

Opportunity and Access

- ▶ Equitable availability to research-based student experiences and school factors that impact student success
- ▶ Measures will be organized in terms of providing a rich curriculum, providing equitable access, school quality and providing support for the whole child
- ▶ Some measures will be required, and some will be options that schools may choose



Rich Curriculum



Elementary

All students (100 percent) have access to Kentucky Academic Standards-based:

1. Visual and performing arts
2. Health and physical education
3. Science
4. Social studies

Points Earned for Rich Curriculum

Percent of Students	Weeks of Instruction	1-7	8-15	16-31	32 or more
67% or more		0	1	2	3
33% to 66%		0	1	2	2
11% to 32%		0	1	2	2
10% or Less		0	1	1	1

Note: One week is five instructional days.

Middle

All students (100 percent) have access to Kentucky Academic Standards-based:

1. Visual and performing arts
2. Health and physical education
3. Science
4. Social studies
5. Career exploration (*including any Career and Technical Education course; and other courses that focus on essential skills*)

- 50% or more of the total school population (3 pts)
- 26% to 49% of the total school population (2 pts)
- 11% to 25% of the total school population (1 pt)
- 10% or less (0 pt)

High

Students have completed a course in:

1. Visual and performing arts
2. Health and physical education
3. Cultural studies and/or World Language

- 50% or more of the total school population (3 pts)
- 26% to 49% of the total school population (2 pts)
- 11% to 25% of the total school population (1 pt)
- 10% or less (0 pt)

Students have completed a career pathway in a Career and Technical Education (CTE) program of study, including specialized pathways in state and regional high-demand industry sectors as approved by the Kentucky Workforce Innovation Board.

- 50% or more of the total school population (3 pts)
- 26% to 49% of the total school population (2 pts)
- 11% to 25% of the total school population (1 pt)
- 10% or less (0 pt)

Students demonstrate essential skills by earning a bronze or higher on a work ethic certification.

- 75% or more of the senior cohort population (3 pts)
- 50% to 74% of the senior cohort population (2 pts)
- 25% to 49% of the senior cohort population (1 pt)
- 24% or less of the senior cohort population (0 pt)

Equitable Access

Equitable Access	<p>The percentage of students belonging to the federally-required student groups* assigned to Gifted and Talented (G/T) (grades 4 and 5) is equal to or greater than the total percentage of the same demographic group enrolled at the school.</p>	<p>The percentage of students belonging to the federally-required student groups* assigned to Gifted and Talented is equal to or greater than the total percentage of the same demographic group enrolled at the school.</p>	<p>The percentage of students belonging to the federally-required student groups* assigned to the Advanced coursework** is equal to or greater than the total percentage of the same demographic group enrolled at the school: **(<i>Advanced Placement, International Baccalaureate, Cambridge Advanced International and Dual Credit</i>)</p>
	<p>The percentage of each student group assigned to G/T and advanced coursework will be reported compared to the percentage of students in the school demographic group. Points earned based on the proportion of student groups meeting <i>the equal to or greater than</i> meet the measure target.</p> <ul style="list-style-type: none"> • 75% or more of groups meet the measure target (3 pts) • 51% to 74% of groups meet the measure target (2 pts) • 26% to 50% of groups meet the measure target (1 pt) • Less than 25% of groups meet the measure target (0 pt) 		
	<p>*Federally required student groups include: African American, Hispanic, Asian, Hawaiian/Pacific Islander, Native American/ Alaska Native, White, two or more races/ethnicity, free/reduced-price meal eligible, students with disabilities, English learners</p>		

School Quality

REQUIRED MEASURES CONTRIBUTING TO THE RATING

	Elementary	Middle	High
School Quality	The percent of students defined as "chronically absent," behavior events and physical restraint and seclusion.		
	The percent of students defined as "chronically absent".		
	<ul style="list-style-type: none"> 5% or less of the total school population (3 pts) 6% to 10% of the total school population (2 pts) 11% to 15% of the total school population (1 pt) 16% or more of the total school population (0 pt) 		
	The percent of students exhibiting behavior events.		
	<ul style="list-style-type: none"> 5% or less of the total school population (3 pts) 6% to 10% of the total school population (2 pts) 11% to 15% of the total school population (1 pt) 16% or more of the total school population (0 pt) 		
	The percent of students where physical restraint and seclusion have been used.		
	<ul style="list-style-type: none"> 5% or less of the total school population (3 pts) 6% to 10% of the total school population (2 pts) 11% to 15% of the total school population (1 pt) 16% or more of the total school population (0 pt) 		



Local Measure

Local Measure (District and Public Charter School only)

Locally-defined measure that highlights an area for improvement or objective of a district or charter school.

- Each district shall propose to the Kentucky Department of Education the targeted multi-year goal or objective that is SMART (specific, measurable, achievable, relevant, and time-bound).
- Each public charter school will include a measurable objective related to the charter contract that will be included in the charter school's rating.
- The Kentucky Department of Education will use a negotiation process with each district and public charter to ensure a quality academic improvement measure is established.
- The Commissioner of Education will approve each district's local measure.

Data based on the negotiated agreement will be included in the Opportunity and Access indicator score for accountability. The local measure will be reported separately with a gauge on the dashboard.



SELECTED MEASURES CONTRIBUTING TO THE RATING

All measures are reported. Schools select two measures to contribute to the score for Opportunity and Access.

	Elementary	Middle	High
Whole Child Supports	1. School-based counselor and/or mental health services provider with knowledge of counseling and child and adolescent development that creates and maintains a counseling program at the school level and brokers resources to meet student needs is employed. <ul style="list-style-type: none"> Full time (3 pts) 51% to 75% of time (2 pts) 26% to 50% of time (1 pt) Less than 25% of time (0 pt) 		
	2. Nurse or other health services provider serves students to promote health and wellness is employed. <ul style="list-style-type: none"> Full time (3 pts) 51% to 75% of time (2 pts) 26% to 50% of time (1 pt) Less than 25% of time (0 pt) 		
	3. A librarian/media specialist who formally focuses on organizing, equipping, and managing the operations of the school library including assisting individuals and groups <i>during the school day</i> to work on projects, conduct research, and find resources to support educator and students' teaching and learning needs is employed. <ul style="list-style-type: none"> Full time (3 pts) 51% to 75% of time (2 pts) 26% to 50% of time (1 pt) Less than 25% of time (0 pt) 		
	4. Family Resource/Youth Services Centers provide services to the following percentage of the school population. <ul style="list-style-type: none"> 51% or more (3 pts) 26% to 50% (2 pts) 11% or 25% (1 pt) 10% or below (0 pt) 		
	5. The following subjects are taught by teachers with certification in the specialized area: Visual Art, Music, Dance, Theatre, Media Arts, Physical Education, Health, World Languages [NOTE: Per the Education Professional Standards Board (EPSB), these would require the Elementary/Middle/Secondary School (Primary through Grade 12) certification, with preparation including one or more of the following specializations: art, foreign language, health, physical education, integrated music, vocal music, instrumental music or school media librarian, Theatre (Primary through Grade 12), or Dance (Primary through Grade 12)]. <ul style="list-style-type: none"> 80% or more teachers have the specialized certification (3 pts) 60-79% have the specialized certification (2 pts) 40-59% have the specialized certification (1 pt) 1-39% have the specialized certification (0 pt) 		
	6. Access to *career counselors or career coaches are at the following ratio: <ul style="list-style-type: none"> 250 students to 1 (3 pts) 251-500 to 1 (2 pts) 501-750 to 1 (1 pt) 751 or more to 1 (0 pt) 		



*A "career counselor" or coach is an individual who advises middle and high school students on career opportunities, as well as the education and training plans necessary to achieve such careers.

REPORTED MEASURES (Not Reflected In Regulation Or Proposed For Rating)

Proposed Measure	Elementary	Middle	High
	1. State-Funded Preschool ALL STAR rating – Possible district indicator	N/A	N/A
	2. Percentage of kindergarten students served in a half-day program and in a full-day program		
	3. Percentage of teacher turnover (school & district measure) - required to be reported as part of the state equity plan		
	4. Percentage of 1st Year Teachers (school & district measure) - required to be reported as part of the state equity plan		
	5. The percentage of students belonging to the following demographic groups assigned out-of-school suspension is equal to or less than the total percentage of the same demographic groups enrolled at the school. <ul style="list-style-type: none"> • Minority • Students with IEPs • Free/reduced lunch • EL students 		



Overall Accountability Rating

Each school will be assigned an Overall Rating of one to five stars, based on strengths of performance on school-level measures and indicators of Proficiency, Separate Academic Indicator, Growth, Achievement Gap Closure, Transition, Graduation Rate and Opportunity and Access.

Star Rating
★★★★★ (5 star)
★★★★ (4 star)
★★★ (3 star)
★★ (2 star)
★ (1 star)





Questions and Answers

